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Relationships Between Teachers' Attitudes and Homework Practices in a Rural Public Middle School

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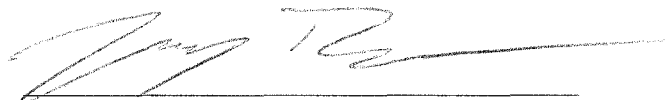
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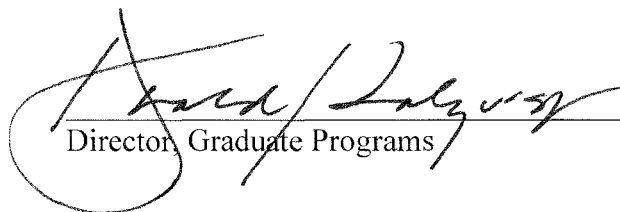
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Director, Graduate Programs

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Date

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Chapter 1 – Introduction

Homework can be a sensitive topic in the world of education. Today, homework is generally viewed as a positive component of a child's education outside of the classroom, but the purposes and effectiveness of homework can become unclear (Wiesenthal, Cooper, Greenblatt & Marcus, 1997; Xu, 2007). While the parties involved in homework include students, teachers, and parents, ultimately, it is teachers that determine the homework practices in a classroom. Therefore, teachers play the most vital role in homework. In this chapter, readers will learn why the perspectives of teachers on homework deserve attention.

Problem Statement

While teachers continue to struggle in managing homework in classrooms, their attitudes and homework practices are rarely questioned. Because teachers play an essential role in the homework process, their attitudes toward homework may potentially impact student outcomes (Trautwein, Niggli, Schnyder, & Ludtke, 2009). For example, if a teacher does not believe that homework is essential to student learning, the assigned tasks may not have meaning for students, and in turn, students may not want to complete the assignment. Given the possible relationship between teachers' attitudes about homework, their homework practices, and student outcomes, it is important to know if teachers' attitudes toward homework impact their homework practices. If this is the case, teachers must be aware that their decisions to assign homework, as well as what they assign may be setting a negative example for students when it comes to completing homework.

Significance of Problem

Cooper, Nye, and Greathouse (1998) have shown that there is a range of benefits for all students who complete homework. While the benefits of homework may not always reflect a dramatic increase in student achievement, they still exist. In order for students to reap the benefits from homework, they must have support from their teachers. Without positive attitudes toward homework from their teachers, students may have a negative outlook toward homework and eventually, toward school as a whole (Trautwein et al., 2009).

Students today in the United States, spend significantly less time on their academics outside of school than students in other countries (Roderique, Polloway, Cumblad, Epstein, & Bursuck, 1994). This statistic may put American students a step behind in school. Many school districts do not require that clear homework policies be available to the community (Roderique et al., 1994). As a result, there is no continuity for students and expectations of homework as they progress through school.

Purpose of Study

The intent of this study is to examine the attitudes of teachers toward homework and describe the relationships between their attitudes and the way they use homework in their classroom. Previous research thoroughly addresses teachers' purposes for assigning homework (Brock, Lapp, Flood, Fisher & Keonghee, 2007; Cooper et al., 1998; Trautwein et al., 2009; Xu, 2007). While earlier research examines why teachers assign homework, how teachers assign homework has been

left out of discussions. The current research addresses whether teachers' homework practices are affected by their attitudes toward homework and what implications can be made from teacher's attitudes.

Research Question

Based on the lack of prior research and inconsistency regarding teachers and homework, this study focuses on the teachers' influential decisions that pertain to homework. In the current study, the research question addressed is: What is the relationship between teachers' attitudes toward homework and their homework practices?

Rationale

The present study is necessary to inform teachers that their attitudes toward homework can have an impact on their decisions when it comes to managing homework. Current research on teachers' homework policies and attitudes toward homework is lacking and what is available is inconsistent. There is no one way to implement homework that has shown to be effective for all students. Regardless, it is essential that teachers exude a positive outlook on homework. As a result, more students will complete homework, thus allowing homework's benefits to reach more students.

Homework as a whole is beginning to receive more attention as a topic to be researched. However, researchers have long studied the importance of incorporating homework into academia, which in turn, drives the research for the current study. The theory that all students benefit from completing homework (Cooper et al. 1998,

Keith, Diamond-Hallam, & Fine, 2004; Trautwein et al., 2009) raises questions for the current research to find answers on why all students are not currently benefiting from homework. There must be a reason why students are not gaining in some aspect (whether it is achievement, organization, or responsibility) from assignments being completed outside of school. With this theory as a driving force, the current research examines whether or not teachers' attitudes impact the way they implement homework.

Teachers' attitudes toward homework need to be studied and addressed in order to fully understand their homework practices. The current research provides a new lens into the topic of homework and the impact that teachers may have on students' motivation and attitudes toward homework. In the upcoming chapter, readers will learn how inconsistent the research has been concerning homework.

Definitions of Terms

Although homework can be a more complex term, it is generally defined as being comprised of tasks assigned to students to be completed after school hours (Cooper et al., 1998; Trautwein et al., 2009). Some school districts may schedule time during the school day for students to complete their homework. In addition, some students may complete their homework at many various places beside their home.

Chapter 2 – Literature Review

In the world of educational research, there have been inconsistent results in regards to the effectiveness and purposes of homework. While some believe it to be an important asset to our education system, others believe it is too inconsistent and not a valuable tool to use in classrooms. Since it is presumably up to the teachers to decide what students will complete for homework, it may be most important to explore their attitudes toward homework, as well as their homework practices. First, it is necessary to examine the current research relating to the many purposes for which homework is used, as well as the effectiveness of homework in schools.

Purposes of Homework

Before making the assumption that all teachers assign homework regularly, it must be noted that the research revolving around the history of homework makes it clear that not all teachers give homework, in turn, not all students regularly complete homework assignments (Cooper & Valentine, 2001). It may be because of this confounding variability in homework implementation that research on the effectiveness of homework is so inconsistent.

The ways in which teachers have used homework in their classrooms have changed many times throughout the history of education. Early on, homework was viewed as a way to enhance memorization (Cooper et al., 1998). Teachers would give students homework assignments that resulted in students' memorization of skills such as mathematics facts or spelling words. Homework as a whole has evolved into a positive component of education. Now, homework is believed to be a way to

reinforce skills learned in class, rather than teach new content (Trautwein et al., 2009). It is a way to enhance learning and achievement, as well as to promote study skills, responsibility, and family involvement (Shumow, Schmidt, & Kackar, 2008).

It has been reported that teachers generally assign homework to serve as an extension of skills and ideas learned throughout the school day (Cooper et al., 1998). They believe that homework can improve students' retention of topics taught. Trautwein et al., (2009) found that the three main reasons for assigning homework were to narrow the achievement gap, improve school-to-home connections, and improve student motivation. Other significant purposes for assigning homework have included fostering students' participation in learning, the development of good study habits, time management, and to fulfill district homework policies (Brock et al., 2007).

Although the majority of educators use homework as a tool to reinforce daily lessons (Cooper et al., 1998), others feel obligated to assign homework that they do not believe is effective or directly linked to student learning. Some of the reasons for so doing are not relevant to the children involved (Brock et al., 2007; Xu, 2005). Even when homework is meant to fulfill parent expectations, teachers still face the challenge of communicating the homework assignments to parents. According to Trautwein et al. (2009), when teachers attempt to involve parents in their adolescent's education, the child held negative attitudes and emotions toward the teacher and the class. Students also tended to favor and show positive homework effort toward teachers who did not believe in parents helping students with homework.

Teachers Attitudes

While there is a considerable amount of research surrounding the attitudes of parents toward homework, there is much less available on teachers' attitudes (Brock et al. 2007). This dearth of research is in spite of the theory that teachers' homework policies and attitudes toward homework can have substantial positive or negative effects on student learning (Katz, Kaplan, & Gueta, 2010).

Some educators argue that schoolwork can only be effective for so many hours of the day (Cooper & Valentine, 2001). Critics of homework have also added to the research base by showing that many teachers who assign homework are ignorant of its advantages and disadvantages (Cooper et al., 1998). The lack of knowledge that teacher's may have regarding the effects of homework may be linked to their professional training within their school districts.

Teachers' attitudes toward homework can also be greatly affected by the homework policies of the school districts at which they teach (Wiesenthal et al. 1997). In a quantitative study, Wiesenthal et al. (1997) concluded that teachers' attitudes were significantly different in the schools where homework was valued by the administration. Furthermore, the results from a national survey showed that teachers and school districts for the most part, neglected to have written homework policies at all (Roderique et al., 1994). While some teachers may appreciate the freedom to assign homework as they see fit, the lack of consistency between teachers may cause problems for students, as well as parents, who must meet teachers' expectations. The lack of a universal homework policy within a school district leaves

room for confusion among students, teachers, and parents. The need for homework policies reveals the disorganization and inconsistency of homework in schools (Wiesenthal et al., 1997).

Finally, teachers' attitudes may have an impact on the way they implement and practice homework in their classrooms. Wiesenthal et al. (1997) found that teachers' attitudes and beliefs about the benefits of homework influenced their behavior with homework in their classrooms. In this case, teachers' behavior included frequency of homework assignments, methods of grading, collecting and returning assignments, and the types of homework given. In a quantitative study, Cooper et al. (1998) found that there was a significant negative relation between teachers' practices (the amount of homework given) and the attitudes of students in the same teachers' class. These data indicated that the amount of homework teachers believed they assigned was generally much different from the students' perspective. The implications from this study offered a caution to teachers' to be aware of their attitudes toward homework, as they can potentially have a negative impact on students' homework achievement.

Effectiveness of Homework

Although the extent of achievement gains due to homework has been very controversial, there is little research available that supports homework as having a negative effect on students. Researchers have taken a close look at each level of education, noting the effects of homework on student achievement. For example, homework is far more likely to positively affect outcomes for high school students

than for students in elementary settings (Brock et al., 2007; Cooper et al., 1998). This could be because homework in higher grades consists of more meaningful activities and tasks that relate to the real world. It may also simply mean that by high school some students will have formed effective study habits, while others may not. Cooper et al. (1998) found that “the average high school student in a class doing homework would outperform 75% of the students in a no-homework class” (p.70). Elementary students may not make significant achievement gains due to homework; however, completing additional schoolwork has other benefits.

Homework at the middle school level has been the focus of many studies. Because a student’s age and grade level can affect their attitude toward homework and its effectiveness, it is important to know at which level homework is most effective (Cooper et al., 1998; Shumow et al., 2008). As students continue through school, they experience an increase in the amount of homework and time necessary to dedicate to their academics in order to be successful. Naturally, the focus of school as well as their out-of-school time will change for students as they transition from elementary to middle and high school. During students’ middle school years, they are beginning to develop their own study and homework habits. Due to the copious transitions that middle school students face, they tend to struggle with homework. As a result, middle school students tend to show much less motivation and effort toward homework than students at the elementary or high school levels (Katz et al., 2010).

Research that supports homework having a negative effect on students has shown that students’ attitudes toward school can deteriorate because of the extra

school work. This research supports that students' interests and abilities are not taken into consideration by teachers who create and assign the homework tasks (Xu, 2005). Advocates of homework such as Xu and Cooper argue that students must understand the purposes and importance of homework. These researchers have also claimed that students' negative attitudes toward homework are a result of teachers' poor homework practices and low interest assignments.

Other factors besides students having a common lack of interest in homework assignments must be noted to fully understand that the purposes and effectiveness of homework are unclear. Prior research has shown that homework may negatively impact the emotions and attitudes of students, as well as limit time spent with family and extracurricular activities (Brock et al. 2007; Galloway & Pope, 2007; Trautwein et al., 2009). These detrimental effects bring forth questions about the worth of homework and may force students and families to prioritize their lives.

Students' life at home can also impact the completion of their homework. Xu (2007) presented a study where students that received family help with homework had more motivation toward homework than students who did not receive help. As a result, students' motivation to do homework could vary considerably due to the contexts in which homework was completed (Shumow et al., 2008). More specifically, students in low-socioeconomic rural environments may have very different experiences with homework than students in upper class suburban school districts. Factors that could influence students' experiences may include parental help, or lack thereof, parent's education and background, and different work and

school schedules. In addition, if a parent's first language varies from that of the child's school environment there could be a barrier in helping a student succeed at completing homework assignments. With rising numbers in America of students whose first language is not English, many students can be put in an atypical situation when it comes to completing their homework. This could mean that students who would normally complete these everyday tasks have no help or support system available outside of school. On the contrary, Brock et al. (2007) found that teachers do tend to differentiate assignments for students in these situations. Ultimately, it is necessary to consider all students when discussing the effectiveness of homework because their available resources to assist with the task of homework can vary greatly.

Parents and Homework

Parents play a significant role in their child's education, especially in early years. For this reason, and also due to the significant contributions to research regarding parents and homework (Brock et al. 2007; Trautwein et al., 2009; Xu 2005), it is necessary to briefly discuss this topic in relevance to the current research. As already mentioned, teachers may assign homework to meet parents' needs, or for other reasons that do not necessarily benefit the students (Brock et al., 2007; Xu, 2005). It is necessary to understand the unmatched role of parents in homework that has been portrayed through current research, as it may impact the current research.

In a time when achievement scores and testing are being considered as factors for success, most parents today are accepting of teachers assigning homework. Parents also have a direct impact on their child's attitude toward school and

homework (Cooper et al. 1998). While some parents believe that homework will help their children succeed and progress with their education, others see homework as unnecessary and intruding on quality time spent with family (Brock et al., 2007). In his study, Brock discussed that the attitudes of parents percolate down to their children and in turn, students may form positive or negative attitudes toward homework.

Xu and Corno (2003) stated that “parental concerns about how much homework students should have, are never-ending” (p. 504). Parents are concerned that students spend too much time on schoolwork outside of school. Once reaching the middle school level, students who do not receive time in school to complete homework assignments can potentially spend hours after school on homework. In reference to the current study, parental concerns bring forth the idea that teachers who assign homework may want to keep in mind that shorter assignments given regularly could have more positive effects on learning, than infrequent, longer assignments (Keith et al., 2004).

Conclusion

Teachers, parents, and students all play a vital role in the process of homework. However, because the majority of teachers create their own homework policies, their role may be the most vital. Teachers should “always bear in mind the potential positive and negative consequences for motivation” (Trautwein, 2009, p 186). Also, educators should remain current with research pertaining to the advantages and disadvantages of assigning homework, knowing that their practices

could impact students' motivation and attitudes toward achieving success academically.

Homework can serve as an effective tool, if created with students in mind. When assigning homework, teachers should create high interest tasks that will keep students engaged and in turn, increase motivation and positive attitudes toward homework. Teachers should also bear in mind the contexts in which student's complete homework. Not all children have the same resources at home that could enable them to become successful students. Therefore, homework will not be effective for all students alike. Consequently, it is the teacher's responsibility to modify homework assignments for the individual learner. The reason *why* teachers assign homework may impact the level of effort students put into completing the assignment.

Although there has been specific research concerning the effectiveness and purposes of homework, the research generally lacks continuity. In addition, there is a shortage of research on the perspectives of teachers regarding homework and current homework policies. This topic needs to be addressed further in an attempt to create a more fluent and consistent theory on the purposes of homework in today's generation.

Chapter 3 – Methods

The goal of this study was to examine the relationships between teachers' attitudes toward homework and their homework practices. In order to do this, teachers completed a survey that measured various dimensions of their attitudes and how they handled homework in their classroom. The present study was conducted with middle school teachers in a rural public school district in Western New York. This particular middle school housed grades six through eight, with 30% of the students eligible for free lunch. The school was predominantly made up of white students from low to middle income households.

Participants

The objective for this survey was to target middle school teachers in order to gain a new perspective on the current homework issues that surround middle school students. The participants in this study included 22 teachers from a middle school in one rural school district. There was a range of experience among the classroom teachers as well as gender and various content areas taught.

The teachers that took part in this study were colleagues of the researcher. At the time of the study, the researcher taught sixth grade in the same middle school where all of the participants were chosen. As the primary researcher for this investigation, the researcher did not participate in the study. Prior to the study being conducted, the researcher had taught in this school district for more than two years - both years in a sixth grade classroom. In those years, she had come across many issues surrounding homework. By creating this study, it was her goal to gain

knowledge from the participants to help clearly identify and improve issues involving homework. The researcher has carried out this study to fulfill a thesis requirement in order to attain a Master of Science in Education degree. See Appendix A for University approval.

Data Collection Methods

For this study, a survey was used to gain knowledge of teachers' beliefs toward homework. Furthermore, the survey also targeted teachers' current practices regarding homework in their classrooms. Using a survey method to collect data provided precise information from current teachers that allowed the researcher to compare teachers' attitudes and homework practices.

The procedure for implementing the survey was simple. An email was sent to all middle school teachers in the participating school. This email briefly stated the intentions of the survey as well as informed the participants that it was strictly voluntary. A survey and cover letter was then placed in each teacher's mailbox. The cover letter included a waived consent statement and instructions to hand completed surveys to the office secretary who in confidence, placed them in a sealed envelope, and delivered them to the researcher. Respondents were asked to return the survey within one school week.

Instruments of the Study

The survey for this study was made up of 20 items, and was adapted from the Homework Attitude and Behaviour Inventory for Teachers (HABIT) by Wiesenthal et al., (1997). Participants were asked about their homework implementation practices,

and their attitudes toward homework. Five of the survey items addressed teachers' characteristics and qualities. These items were included to serve as different reasons for assigning homework (Wiesenthal et al., 1997). The remaining fifteen items addressed two specific categories: teachers' attitudes toward homework, and teachers' homework practices. All fifteen items used a four or five-point Likert-type scale; two items had a five-Point numeric scale (e.g. How many days each week do you assign homework?), and the remaining thirteen had a four-Point scale that ranged from strongly agree to strongly disagree. This four-point scale was different from the five-point scale used on the original version of the HABIT.

The original HABIT has four main parts that include: 1) teacher homework attitudes, 2) teacher homework behaviours, 3) teacher characteristics, and 4) school homework policies and practices (Wiesenthal et al., 1997). Teacher homework attitudes, teacher homework behaviours and teacher characteristics were explored in the current study; however, school homework policies and practices were left out. Although addressing school homework policies and practices could be very useful in comparing the data of teachers' homework practices and attitudes, it is beyond the scope of the current research.

Ultimately, the HABIT was chosen as a main source in adapting the current survey because it has been tested for content validity. The survey developers of the HABIT have studied the reliability and validity of the survey and found it to function appropriately. See Appendix B for a copy of the survey used in the current study.

Data Analysis Methods

For this study, a commonly used computer program called SPSS was used to analyze the data collected through the surveys. All of the surveys were entered into the SPSS system which allowed each question to be grouped into one of two categories. The two categories include 1) homework practices and 2) homework attitudes. Then, these two categories were organized by the content taught and grade level. By doing this, the researcher was able to compare the sets of data to find any trends by grade level and content area, as well as between teachers' attitudes and practices as a whole. Frequency tables were generated to reveal any possible relationships between teachers' attitudes and homework practices.

Chapter 4 – Results

In order to delve into teachers' experiences and attitudes with homework, it was helpful to have general background information and characteristics of the participants. The first five survey items were directed at their experience and specific positions in the school. Table 1 shows the general area in which the participants currently teach. The two consultant teachers that took part in this study co-taught all core subjects throughout the day. One of these participants co-taught sixth, seventh, and eighth grade students and for this study was categorized with the life skill teachers who also taught grades six, seven and eight. The other consultant teacher worked solely with eighth grade students and for general purposes of this study was considered an 8th grade core teacher. See Table 2 for complete characteristics of the sample.

Table 1

Subjects Taught Most throughout the School Day

	<i>n</i>	%
Core Classroom Teachers (Math, ELA, Science, Social Studies)	14	64
Life Skills Teachers (Technology, Health, Physical Education, Art, Music)	6	27
Special Education/Consultant Teachers	2	9

The research question for the current study was: What is the relationship between teachers' attitudes and their homework practices? The survey items were designed to gain background information regarding their teaching experience, and

then to explore two specific variables: the attitudes of teachers toward homework, and teachers' homework practices. Discussion of the findings will be organized by these two facets. Within those two ideas, possible trends and patterns were defined by comparing data found through teachers' grade levels and subjects taught.

Table 2

Characteristics of the Sample

		<i>n</i>	%
Gender	Male	11	50
	Female	11	50
Years of Teaching Experience	0-4	3	13
	5-10	7	32
	11-20	9	41
	21+	3	14
Current Grade Level	6	5	23
	7	4	18
	8	6	27
	6, 7, & 8 th	7	32
Master's Degree	Yes	20	91
	No	2	9

Teachers' Attitudes

Eight of the twenty survey items specifically targeted teachers' attitudes. These items were included in the survey to detect any negative attitudes toward homework that may have existed. The responses to these eight items showed that there was no pervasive negative attitude towards homework. For example, when asked if homework teaches students to complete work on time, all 22 participants

chose either strongly agree or agree from a four point Likert-scale. The same was true for the statement regarding students who develop a sense of personal responsibility when they consistently complete their homework; again, all teachers either agreed or strongly agreed.

Although teachers' attitudes were heavily favorable, that wasn't the case for each item. The majority of teachers had a positive attitude toward homework. As shown in Table 3, teachers tended to answer similarly on five of the eight items regarding teachers' attitudes. The standard deviation, which quantifies the degree to which responses varied from teacher to teacher, revealed a more complex situation for other items. Furthermore, the standard deviation is higher for three items indicating that the results were fairly spread out. In cases where there was disagreement among attitudes, the negative responses were almost always the minority voice. In saying that, inconsistencies were still found among participants' responses regarding their attitudes toward rewarding students for completing homework. Although the differences may not have been exorbitant; they are still worthy of mentioning.

Where participants were to choose from a four point Likert-scale ranging from strongly agree to strongly disagree, one item read: Rewarding students for consistently completing their homework, results in more students completing their homework. This specific item showed to be polarizing when 45% of participants either strongly agreed or agreed with this statement, and the other 55% disagreed or strongly disagreed. This effect was also apparent for the item that addressed the

effects of students' confidence from completing homework. While most teachers believed completing homework makes students feel confident and gives them a positive self-image, 18% of the participating teachers disagreed.

Table 3

Summary of Teachers' Degree of Agreement with Statements Regarding Attitudes toward Homework. (Strongly Disagree = 1, Strongly Agree = 4)

Items on Homework Attitudes	<i>n</i>	Mean	σ
Homework teaches to complete work on time.	22	2.55	.912
Students develop a sense of responsibility by doing homework.	22	1.5	.512
Homework increases knowledge of a subject matter.	22	2.68	1.171
Completing homework can make students feel more confident and secure in class.	22	3.5	1.626
Completing homework gives students a positive self-image.	22	1.09	.294
Rewarding student for completing homework, results in more students completing homework.	22	2.86	1.699
Homework increases parent communication.	22	2.59	1.79
Schools where homework is completed regularly are more productive.	22	1.68	.477
Total	21	2.115	

Grade Level

When the data were disaggregated by grade level and subject area taught the results became clearer. Looking at the data as a whole, 14% of all participants responded that homework did not increase student knowledge in the area for which homework was completed. Table 4 shows that when the data was sorted by grade level, all sixth, seventh, and eighth grade core subject teachers agreed or strongly agreed that doing homework increases a student's knowledge of the subject matter. Furthermore, 43% of participants who teach all middle school grade levels (life skills teachers and one special education consultant teacher) disagreed with the statement.

Another instance when participants' attitudes conflicted was when they were they asked to respond on parent communication and homework. There was also no consensus on whether homework improved communication between the teachers and the students' parents. As the teachers of the youngest grade in the building, 80% of the sixth grade teachers responded that there is an increase in parent communication through assigning homework. The percentages of teachers who agreed that parent communication is influenced through homework decreased as the age of the children taught increased. Results also showed that the 100% of 6th, 7th, and 8th grade core teachers agreed that completing homework makes students feel more confident and secure in class and only 43% of the Life Skills teachers agreed.

Table 4

Percentage of Respondents who Agreed with Selected Statements by Grade Level

	Grade Level	<i>n</i>	%
Homework increases knowledge of a subject matter.	6	5	100
	7	4	100
	8	6	100
	6,7,& 8	4	57
Completing homework makes students feel more secure and confident in class.	6	5	100
	7	4	100
	8	6	100
	6,7,& 8	3	43
Homework increases parent communication.	6	4	80
	7	3	75
	8	3	50
	6,7,& 8	3	43

One last noteworthy discrepancy found when the responses were sorted by grade level was that teachers' attitudes varied greatly when asked if they believed that rewarding students actually led to more students completing homework. Table 5 shows that 80% of sixth grade teachers believed that rewarding students did not result in more students completing homework, and only 25% of seventh grade teachers disagreed with the statement. This data has shown that while the seventh grade teachers in this particular school largely agree that by rewarding students, more students will complete their homework, most other teachers disagreed.

Table 5

Percentage of Participants who Agreed on Rewarding Students for Homework Achievement

Item on Homework Attitudes	Grade Level	<i>n</i>	%
Rewarding students for completing their homework results in more students completing homework assignments.	6	4	20
	7	1	75
	8	4	0
	6,7,& 8	3	43

Subject Taught

Breaking down the data by subject area taught is important if we are to thoroughly understand the data and also to determine whether or not homework attitudes vary by subject taught in school. While homework may be valued by the teachers and practiced often in some classrooms, it may not in others.

Math, science, social studies and language arts teachers were in overall agreement on the majority of the items that were geared to measure teachers' attitudes toward homework. Of the items listed in Table 3, the core subject teachers disagreed sparingly with only a few items, notably, the item regarding homework completion. The results of this particular item can be found in Figure 1.

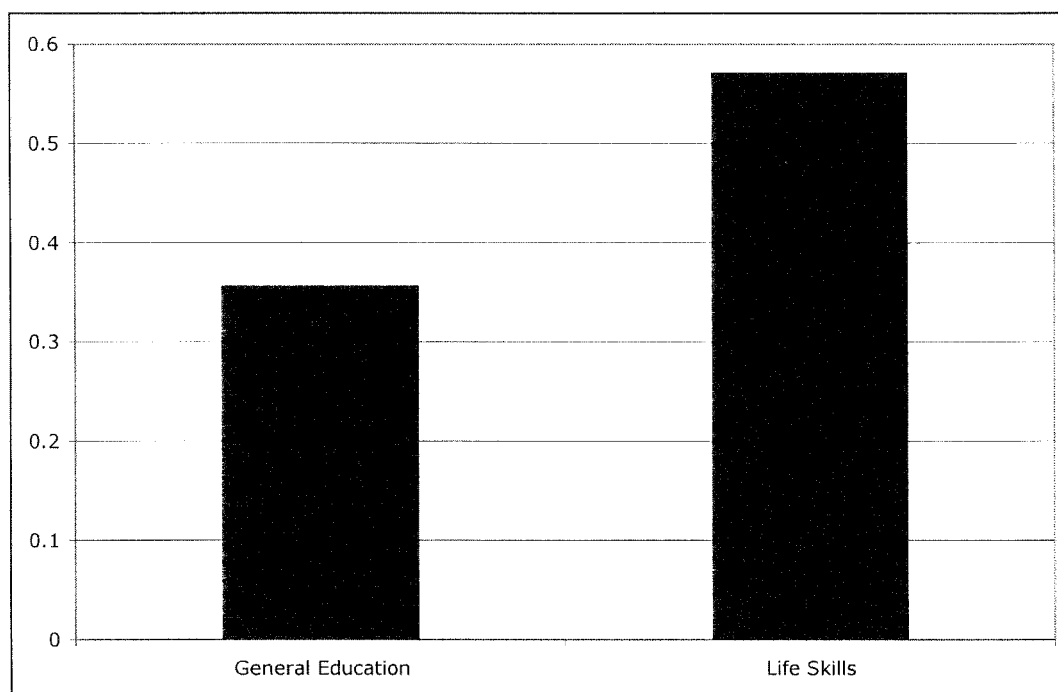


Figure 1. Teachers in Agreement for Rewarding Students for Completing Homework

Table 6

Life Skills Responses

Items on Homework Attitudes	<i>n</i>	Mean	σ
Homework increases knowledge of a subject matter.	6	2.33	.516
Completing homework can make students feel more secure in class.	6	2.5	.548
Completing homework gives students a positive self-image.	6	2.5	.548
Homework increases parent communication.	6	2.33	.816
Schools where homework is completed regularly are more productive.	6	2.17	.753
Total	6	2.366	

Figure 1 draws attention to the difference in the responses between the life skills teachers and the core content (or general education) teachers. The life skill teachers responded much differently than the core subject teachers on five of the eight items geared toward teachers' attitudes. While these participants teach an array of different subjects, they have also shown very different attitudes toward homework. Table 6 shows that the life skill teachers are in some disagreement on multiple items. The standard deviation indicates the degree of consensus in the data. This table also indicates that there was a difference between the life skills teacher to another. Furthermore, the life skills teachers agreed significantly less with the claims that homework increases knowledge, completing homework makes students more confident, homework gives students a positive self-image, all at $p < .01$.

Teachers' Practices

The goal of this study is to look into the ways in which teachers implement and practice homework in their classrooms and relate it to their attitudes toward homework. Data on homework practice can be helpful to see if teachers' practices reflect their attitudes toward homework and/or vice versa. Teachers' practices were targeted by seven out of the twenty-two items on the survey. Each item was presented to gain a different piece of information that would allow the researcher get a good idea of how homework is implemented in the teachers' classrooms.

Table 7 represents items that targeted teachers' practices, and the responses from all 22 participants in the study regarding homework practices. It is important to mention that 73% of all participating teachers assign homework at least three nights

each week. More specifically, half of the teachers assign four or more assignments each week. The time spent grading and planning homework correlates with the amount of homework given ($r = .81, p < .001$). Approximately 65% of teachers reported spending two or more hours per week planning and grading, and 18% reported spending five or more hours each week. From this data, it can be noted that 83% of the teachers in this study practice homework regularly in their classrooms.

Table 7

Summary of Responses on Homework Practices

Items on Homework Practices	<i>n</i>	Mean	σ
Days of homework assigned each week	22	2.86	1.699
Hours planning and grading each week	22	2.59	1.790
Homework makes it easier to cover curriculum	21	2.33	.730
Homework gives a starting point for daily lessons	22	2.32	.839
Teachers consider students' abilities when creating/assigning homework.	21	1.62	.669
Teachers consider students' interests when creating/assigning homework.	21	1.90	.539
Homework should affect grades	22	1.95	.653
Total	21	2.27	

More than 50% of the participants recorded that it is easier to cover the curriculum through homework, and 64% believe that using homework is an easy way to begin daily lessons.

Grade Level

Looking at teachers' practices by grade level and subject helped determine homework practices for a certain group of teachers, for example, those who teach in core sixth grade classrooms or those who specifically teach math. The results of teachers' practices sorted by grade level can be found in Table 8.

The results from sixth grade teachers reported that they all give four or more homework assignments each week. Also, 80% of these participants spend four or more hours grading and planning for homework on a weekly basis. While 100% of this group of teachers considered their students' abilities and interests when creating or assigning homework tasks, only 60% agree or strongly agree that it is easier to cover curriculum through homework. Since it is imperative to know what these teachers do with their students' homework, the idea of grading assignments was addressed in the survey. Here, 80% of sixth grade teachers believe that students should be held accountable through grades for their homework achievement. The practices of this particular group of teachers have shown that they implement homework regularly and hold students accountable. It can be assumed from this data, that the sixth grade teachers in this particular rural school value the idea of homework.

Table 8

Teacher Responses to items on Homework Practices by Grade Level

Items on Homework Practices		Grade 6	Grade 7	Grade 8	6, 7 & 8 (Life Skills)
<hr/>					
Days of homework assigned each week.					
	0	-	-	-	67
	1	-	-	-	33
	3	-	50	50	-
	4	80	25	50	-
	5	20	25	-	-
<hr/>					
Hours spent on planning and grading homework each week.					
	0	-	-	-	50
	1	-	-	16	50
	2	-	25	33	-
	3	20	-	16	-
	4	40	50	16	-
	5+	40	25	16	-
<hr/>					
Homework gives teachers a starting point for daily lessons.					
	Strongly Agree	20	-	33	-
	Agree	60	75	33	50
	Disagree	20	25	16	33
	Strongly Disagree	-	-	16	16
<hr/>					
Teachers consider students abilities when assigning homework.					
	Strongly Agree	40	50	50	60
	Agree	60	50	50	-
	Disagree	-	-	-	40
	Strongly Disagree	-	-	-	-
<hr/>					
Teachers consider students interests when assigning homework.					
	Strongly Agree	-	-	16	60
	Agree	100	100	67	40
	Disagree	-	-	16	-
	Strongly Disagree	-	-	-	-
<hr/>					
Teachers believe homework should affect grades.					
	Strongly Agree	-	25	50	16
	Agree	80	75	33	67
	Disagree	20	-	16	16
	Strongly Disagree	-	-	-	-

When analyzing the results from the seventh grade teachers, a few items stood out. First, 100% of all seventh grade teachers reported that homework should affect students' grades and 75% spend at least four hours grading and planning homework each week. Also, only half of this group agreed that assigning homework makes it easier to cover curriculum in a classroom.

The eighth grade teachers' results were similar to the sixth grade teachers in that 75-80% of both groups reported that homework can be a good way to start a daily lesson. Both groups also either agreed or strongly agreed that taking students' interests and abilities into account is a viable homework practice. This group of eighth grade teachers recorded spending various hours planning and grading homework ranging from one hour to five or more hours per week. It is important to note that on average this group spends 2.83 hours on homework each week, and 83% of these teachers agreed that students' performance on their homework should affect their grade. As noted with the sixth grade teachers, it can also be assumed from amount of effort and time put into homework practices, that the eighth grade teachers also value and prioritize homework in their classrooms.

The last group of teachers analyzed was the life skill teachers of grade six, seven and eight. Within this group of participants, 86% assign one or less homework task each week, therefore it can be expected that their attitudes toward homework will differ greatly from the other participants. Consequently, each teacher in this group spends one hour or less planning and grading homework assignments. Although this group of teachers spends the least time grading and assigning homework to their

students, 71% still believe that students' performance on their homework should affect their class grade. While 83% of these teachers agreed that students' interests should be taken into account when assigning homework, only 67% agreed that they take students' abilities into account during the homework process.

The results from this data may raise questions on teachers' grading policies on student homework performance, with a limited amount of time and preparation put into each assignment on the teachers' end. When compared, some teachers spend much more time assigning, grading and planning homework, which can be expected if they're attitudes are correlated and they value homework as a useful classroom tool. Others may not value homework as much and consequently do not spend as much time planning and scoring homework. These ideas bring forth questions on teachers' attitudes toward student accountability and their actual grading practices.

Subject Taught

When sorted by subject area taught, the data were similar to that found when analyzing by grade level. With that said, it is still important to highlight a few main points gathered from this data set. Table 9 represents the amount of homework given as well as time spent planning and grading for teachers broken up by subject taught. Math and language arts teachers recorded giving the most assignments and language arts teachers spend the most time grading and planning. On the other hand, the life skills teachers spend the least amount of time planning and grading, as well as assigning homework.

Table 9

Frequency of Homework Assignments & Time Spent Grading, Planning.

Item & Possible Responses	Math	Language Arts	Science	Social Studies	Life Skills
<i>Days of homework assigned each week</i>					
0	-	-	-	-	67
1	-	-	-	-	33
2	-	-	-	-	-
3	-	-	50	67	-
4	100	50	50	33	-
5	-	50	-	-	-
<i>Hours spent on planning and grading homework each week.</i>					
0	-	-	-	-	50
1	-	-	-	-	50
2	33	-	25	33	-
3	33	-	25	-	-
4	33	25	25	33	-
5+	-	75	25	33	-

A difference was found among participants' responses to homework helping teachers get through the curriculum. When analyzing the data as a whole, only 14% of the participants strongly agreed and 36% agreed that homework makes it easier for teachers to cover curriculum. As the data was sorted by grade level, it became clear that math and social studies teachers strongly agreed and agreed 100% with this statement. The majority of science and life skills teachers disagreed with the statement, and 50% of the language arts teachers agreed whereas the other 50% simply disagreed. These differences may be the result of the nature of their fields (i.e., most math work can be done at home, while science may require specialized

materials, language arts requires interlocutors, etc.), or due to the current state curriculum and/or requirements of these subjects.

The results of the item that targeted the teachers' practices of grading homework were similar to those found when analyzing results by grade level taught. All core mathematics, science and social studies teachers believe that students' class grades should reflect their performance on homework. Of the language arts participants, 25% disagreed with the statement, and only 16% of the life skills teachers disagreed. This data thoroughly analyzed reflects the emphasis and importance that the teachers in this school place on homework.

Chapter 5 – Conclusions and Recommendations

The research question for the current study was: What is the relationship between teachers' attitudes toward homework and their homework practices. The present study indicates that the attitudes teachers possess toward homework are associated with the way they practice homework in their classrooms. The relationships found between homework attitudes and teachers' practices were mostly small, yet meaningful. In this chapter the findings of teachers' attitudes and practices in relation to other teachers, as well as the relationships found between teachers' attitudes and the use of homework in their classrooms will be discussed.

Discussion of Findings

Several important conclusions can be drawn from the data on teachers' attitudes and practices. Most importantly, all participants who taught core courses agreed that homework teaches students to complete homework on time, and also helps them develop a sense of personal responsibility. This finding implies that the core content teachers in this study generally think positively about homework and its effects on their students. The life skills teachers on the other hand, disagree. Other researchers such as Trautwein et al., (2009) have found that the majority of teachers believe that assigning homework can narrow the achievement gap, improve school to home connections, and improve student motivation. This study supports his view in that the ways and reasons that teachers assign homework, can impact the effectiveness of homework.

In an attempt to delve into the topic of homework and parent communication, it was found that as the students get older, their teachers believed that homework was a less effective medium for communicating with parents; only 50% of the eighth grade teachers reported that homework increases parent communication compared to 80% of the sixth grade teachers. As students go through school, their parent's involvement in their academics may decrease each year as students become more independent. Researchers such as Xu and Corno (2003) along with Cooper et al. (2000) have also found that students at higher grade levels received less direct involvement from parents on homework.

Several researchers (Cooper et al. 1998; Keith et al., 2004; Trautwein et al., 2009; & Xu 2005) suggest that not all homework practices are effective, and also that there are educators who use homework as a primary instructional strategy rather than a supplemental component to their teaching. With that said, teachers in the current study responded that they use homework as an aid in teaching the curriculum. While homework can be an effective tool to reinforce skills learned throughout the school day, using homework to teach new content is not a viable way to use homework in a classroom.

Data from the current study also show that the vast majority of teacher participants practice homework regularly in their classrooms. Furthermore, 83% believe that a student's grade should reflect their achievement on homework. While the above data coincides with one another, the data collected on the amount of time teachers spend preparing homework does not complement their precedence to hold

students accountable for their homework through grades. More than 36% of the participants spend one hour or less each week scoring and/or planning homework assignments. These results attest to a noteworthy problem in the world of homework. If teachers want to hold students accountable for their homework achievement, teachers themselves should be spending more time creating tasks and implementing homework.

These results suggest the controversial idea that there are teachers today who have poor homework practices. The amount of time put into planning and grading homework assignments should be considered when evaluating teachers' practices with homework. By doing this, a sense of commitment to homework would be unmistakable in teachers. Teachers who spend more time planning homework are more likely to produce tasks and activities that students enjoy completing. Furthermore, those who spend more time grading homework assignments and providing feedback for students demonstrate that homework is a valued component of the classroom. Trautwein et al. (2009) and Katz et al. (2010) found that the most effective homework tasks are prepared with students' abilities and interests in mind, but the teachers surveyed did not all agree that students' interests and abilities should be taken into account when creating and implementing homework.

When educators assign homework that does not reflect the students' abilities or interests, students may begin to form negative attitudes toward homework and schoolwork as a whole. On the other hand, if teachers assign a respectable amount of

homework and incorporate students' interests and abilities into the assignments, students will acquire favorable attitudes toward homework (Xu (2005).

Cooper et al. (1998) indicated in his research that when students are required to spend too much time completing homework assignments, homework will not be rewarding. In addition, his study supports the idea that academic achievement may actually decline. The participants in the current study agreed with Cooper's idea in that the quality of homework is much more important to a child's education than the quantity of homework. Nearly 90% of the teachers responded that they take students' interests and abilities into account when assigning homework. As a result, it may be concluded that this group of teachers are focusing on the quality of homework.

The teachers seem to believe Cooper's ideas, but given Trautwein's model, they do not practice as they believe they should. Future research may want to entail teachers' definitions of the quality of homework to be able to compare these two variables.

In regards to the amount of homework given among these participants, 50% of the teachers reported assigning homework fewer than four days each week. The teachers who reported assigning homework the most often were language arts and math teachers; each math and language arts teacher reported assigning at least four homework tasks each week. These specific teachers may feel more pressure to assign homework since their students will be evaluated by the state. The fact that math and language arts teachers assign more homework than any other core teacher could be the result of the testing requirements in New York State. According to the New York

State Department of Education (2010), there are standardized tests each year through grades six, seven and eight for English Language Arts and Mathematics.

Core Teachers vs. Life Skills Teachers

A conclusion can also be drawn from the current research that the attitudes and practices of core subject teachers differ greatly from the attitudes and practices of life skill teachers. It is evident that although the core subject teachers present a positive attitude, the life skill teachers generally do not. For example, when asked whether homework increases knowledge of the subject matter, 43% of life skills disagreed. From this data alone it can be noted that life skills teachers do not value homework in the same ways that core subjects teachers do.

If a teacher does not believe that homework will increase knowledge in some way, why give it in the first place? The life skills teachers give much less homework (if any) compared to the core subject teachers. With that said, the lack of homework practices shown by life skills teachers in this study may be a result of not valuing homework in their classrooms. Furthermore, it is unknown whether the lack of life skills homework causes the negative attitudes or vice-versa, but it seems logical that positive attitudes would exist before the practice.

It can be assumed that a math teacher will value homework more than a physical education or art teacher. The current research has shown that the life skills teachers' practices were much different from content area teachers, which may be understandable when the subject area taught is considered. However, there is a discrepancy among the results of the life skills teachers and content area teachers

regarding grading students' homework achievement. The majority of the core teachers assign homework regularly; therefore, it is reasonable to hold students accountable for their homework achievement through grades. When the life skills teachers were asked if a student's grade should be affected by homework achievement, 83% agreed, even though they rarely assign homework. Although the life skills teachers' practices showed to be inconsistent, there was a great deal of consensus among the group. On most of the survey items, the life skills teachers answered similarly. It was not one or two life skills teachers who felt strongly against homework in this study, rather they had similar attitudes and practices as a whole. An implication can be made that homework does not play a vital role in life skills classrooms. With that said, it should also be considered that perhaps life skills teachers have a limited view of what constitutes homework.

Homework Controversies

The important findings of this study discussed in the above text may lead to more controversial ideas surrounding homework. The current data supports the idea that teachers generally portray positive attitudes toward homework. However, the data also bring forth the idea that teachers may implement homework in ways that they may not believe are most effective. Why would teachers agree that evaluating homework achievement is a good way to assess student progress when they do not fluently practice homework in their classroom? Also, why would those teachers who do not believe homework to be effective, continue to assign homework regularly? It may be that there are other voices involved in the homework process alongside the

teacher and student. If teachers are choosing to assign homework and hold students accountable by grading each assignment, they ought to have a reason for doing so.

The data from this study has led the researcher to believe that some teachers feel constrained to assign homework that they do not believe is always necessary. It questions teachers' attitudes toward student accountability and their actual grading practices. Factors such as teacher contracts, administration requests, district policies, and/or expectations from parents may in fact have a deciding factor in whether or not teachers assign homework, and how often. In relation to the life skills teachers in the current study, the idea of external influence may be addressed from a different perspective. Would parents get upset if their student were assigned additional homework in a subject area such as physical education or art when it is not traditionally assigned? Brock et al. (2007) discussed similar ideas that teachers may assign homework for reasons that may not benefit their students. More specifically, he believes that some educators may actually assign homework, regardless of its effectiveness, to fulfill district homework policies or as punishment.

Implications for Teaching

Given the meaningfulness of the findings, it is worth considering how they can be useful to individuals in the field of education. This information can be most useful to district and school administrators, and teachers, while student and parents reap the most benefits from the current research.

Teachers may find this study most useful by acknowledging the relationships, or lack thereof between their attitudes and homework practices. By examining the

current study, teachers will have the opportunity to see their teaching styles through a new perspective. Educators may have to step back and reexamine their beliefs about homework and the potential effects they can have on their students. This may bring forth more continuity in regards to scoring and planning homework assignments. In addition, it will raise the issue of whether the homework tasks that teachers assign are useful and meaningful to their students.

School administrators can also benefit from the current research. The research points out the reality of controversies concerning homework. School administrators can use this information to provide essential professional development for new educators pertaining to the importance of homework and its surrounding research. Trautwein et al., (2009) has claimed that it is necessary to include critical discussions of homework during preservice teacher training. By further educating teachers about the potential benefits, as well as negative effects that homework can have on students, awareness will be raised.

As awareness increases within school walls, those who obtain the most benefits are the other participants in the homework process: students and parents. If teachers were inclined to assign only meaningful homework less often, students' attitudes toward homework may become positive and therefore welcoming to new information and ideas. Some parents believe that too much homework is assigned, and as a result, time spent with family is limited (Galloway & Pope, 2007). This research puts forth ideas that can inform parents on teachers' attitudes and homework

practices. As a result, parents will be able to use this new information to advocate for their child's education.

Limitations and Improvements

This study provides preliminary data for the effects teachers' attitudes may have on their homework practices. There are several limitations and ideas for improvement that should be noted. First and foremost is that the survey used for the current research was a document adapted by the researcher from the Homework Attitude and Behaviour Inventory for Teachers (HABIT) by Wiesenthal et al., (1997), and first used for this study. Most, but not all of the items were not previously tested for validity or reliability, which means that the interpretations of the results are, for the moment, tentative. In addition, a lack of personal experience in creating surveys must also be considered.

The specific population represented by the surveyed sample may also be an issue. The teachers who participated in this study taught only grades six through eight. The opinions toward a controversial topic such as homework between a more diverse selection of teachers may have been incredibly different. Past research has shown that homework is more likely to affect the achievement of high school students than it is to affect the achievement of elementary students (Cooper, et al. 1998). For this reason, teachers of lower grades may not prioritize homework in the same way as high school teachers.

The selection of teachers was not stratified in anyway, so the representation of grades and subject within the sample may not be representative of the distribution of

grades and subjects at the school (or other schools). To improve the accuracy of this study, participants would be chosen at random from specific grade levels and various school districts. Similarly, the results from the current research would be more applicable to other schools if teachers from urban and suburban school districts also participated. Lastly, in order to fully develop the research question for this study, data should be collected from different parts of the country rather than just Western New York State.

Future Research and Recommendations

Although the data from the current research brought meaningful insight to the controversies surrounding homework, there is still much more to learn. It is important to know that teachers only provide one perspective on homework. Students, parents and administrators also play a vital role in the homework process. It is necessary to consider their attitudes and practices in order to fully understand the ecology of homework. Throughout this study, teachers reported their perspectives on their own attitudes and practices. In the future, it would be most beneficial to use a group of participants, including administrators, teachers, parents and students, to create a more conclusive study. Cooper et al. (1998) used a comparable approach in his research to gather convincing data regarding relationships among homework attitudes and student achievement.

This study has shed light on the positive attitudes of a small sample. However, there are other variables that may mediate the most effective homework practices in any school district. In order to gain a better understanding of the uses of

homework, and also to improve homework in classrooms, it is necessary to conduct more research involving what homework strategies and policies work best and in what contexts. In order to do this, data could be collected from multiple school districts on the types of homework policies that exist, as well as the return rate for homework assignments on a weekly basis.

Summary

The current research took place in an attempt to answer questions pertaining to issues with students completing homework. Because there has been a lack of research surrounding teachers' attitudes and practices toward homework, and their effects on the homework process, the researcher found it necessary to compare these two variables. In this study, teachers in a rural public school district in Western New York completed a 22 item survey. The survey focused on two ideas: teachers' attitudes toward homework, and teachers' homework practices. Differences were found among core classroom teachers and life skills teachers' attitudes and practices. There were also differences found between teachers' grading practices and their time spent planning homework assignments. This study has also shown that as students get older their teachers perceive less communication with their parents through homework. Lastly, the researcher found that nearly half of the participants believe that it is easier to cover the state curriculum by using homework in their classroom.

It is evident that teachers who have positive attitudes toward homework, and genuinely believe that homework is a useful tool to access in the classroom, generally exhibit good homework practices. However, the data also imply that there are

inconsistencies between teachers' attitudes and the way they hold students accountable for their homework. One would think that teachers who decide to hold students accountable for their homework should be spending the most time preparing homework tasks that are valuable to students' learning.

In order to sustain the research base, this study may be used as preliminary data to proceed with additional in depth research regarding the attitudes of those involved in the homework process. The limitations and improvements mentioned within this chapter should be taken into consideration to expand the research base.

Appendix A



Date: October 26, 2010

To: Diana Dettelis

From: Colleen Donaldson
Institutional Review Board Director

Re: IRB Project # 2010-21

Project Title: Relationships between Teachers' Attitudes and Homework Practices in a Rural Public Middle School

Your proposal "Relationships between Teachers' Attitudes and Homework Practices in a Rural Public Middle School" has been approved as of 10/25/10.

You must use only the approved consent form or informational letter and any applicable surveys or interview questions that have been approved by the IRB in conducting your project. If you desire to make any changes in these documents or the procedures that were approved by the IRB you must obtain approval from the IRB prior to implementing any changes.

If you wish to continue this project beyond one year, federal guidelines require IRB approval before the project can be approved for an additional year. A reminder continuation letter will be sent to you in eleven months with the specific information that you will need to submit for continued approval of your project. Please note also that if the project initially required a full meeting of the IRB (Category III proposal) for the first review, then continuation of the project after one year will again require full IRB review.

Please contact Colleen Donaldson, IRB Administrator, Office of Academic Affairs, at (585) 395-5118 or cdonalds@brockport.edu, **immediately** if:

- the project changes substantially,
- a subject is injured,
- the level of risk increases
- changes are needed in your consent document, survey or interview questions or other related materials.

Best wishes in conducting your research.

Appendix B

1. How many years have you been teaching?

- a) 0-4 years b) 5-10 years c) 11-20 years d) 21+ years

2. Gender

- a) Male b) Female

3. What grade level do you teach?

- a) Grade 6 b) Grade 7 c) Grade 8

4. What core subject do you teach most throughout the day?

- a) Math
b) English/Language Arts
c) Science
d) Social Studies
e) Other (Specify: _____)

5. Do you currently hold a master's degree?

- a) Yes b) No

6. On average, how many days do you assign homework each week?

- a) 1 b) 2 c) 3 d) 4 e) 5

7. On average, how many hours do you spend planning and grading homework each week?

- a) 1 b) 2 c) 3 d) 4 e) 5 or more

Please place an X in the column of your choice to address items 8-20

	Strongly Agree	Agree	Disagree	Strongly Disagree
8. Doing homework teaches students to complete work on time.				
9. Students who do homework tend to develop a sense of personal responsibility.				

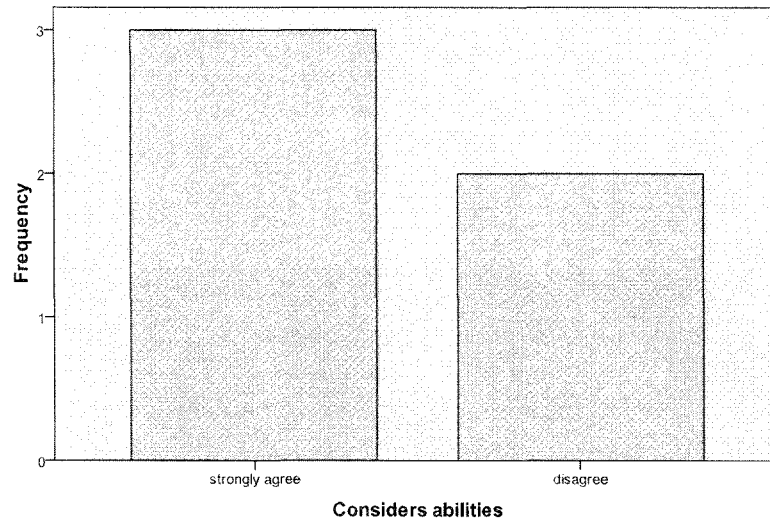
The survey was adapted from the Homework Attitude and Behaviour Inventory for Teachers (HABIT) by Wiesenthal, Cooper, Greenblatt and Marcus (1997).

	Strongly Agree	Agree	Disagree	Strongly Disagree
10. Doing homework increases a student's knowledge of the subject matter.				
11. Completing homework makes students more secure and confident in class.				
12. Students who complete homework have a more positive self-image.				
13. As a teacher, homework makes it easier for me to cover the curriculum.				
14. Reviewing homework gives teachers a starting point for the next day's lesson.				
15. Rewarding students for consistently completing their homework, results in more students completing their homework.				
16. I consider students' <u>abilities</u> when creating homework assignments.				
17. I consider students' <u>interests</u> when creating homework assignments.				
18. As a teacher, I believe students' performance on homework should affect their grade.				
19. Homework increases school-parent communications.				
20. Schools where homework is regularly completed tend to be more productive.				

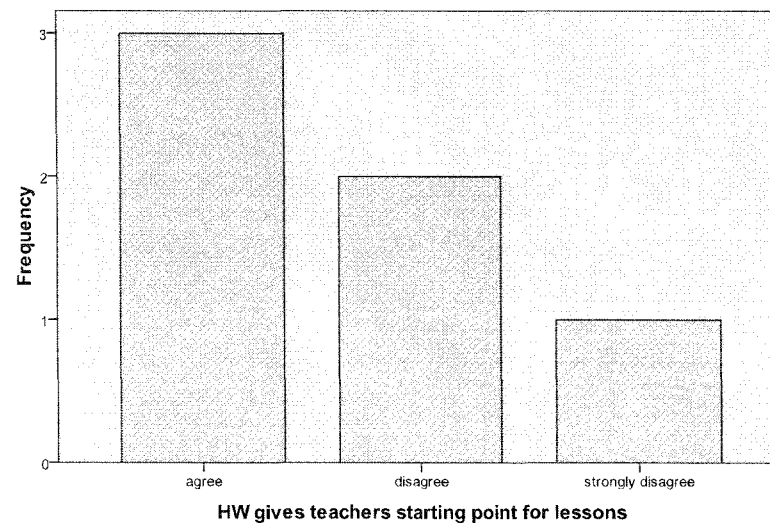
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Appendix C

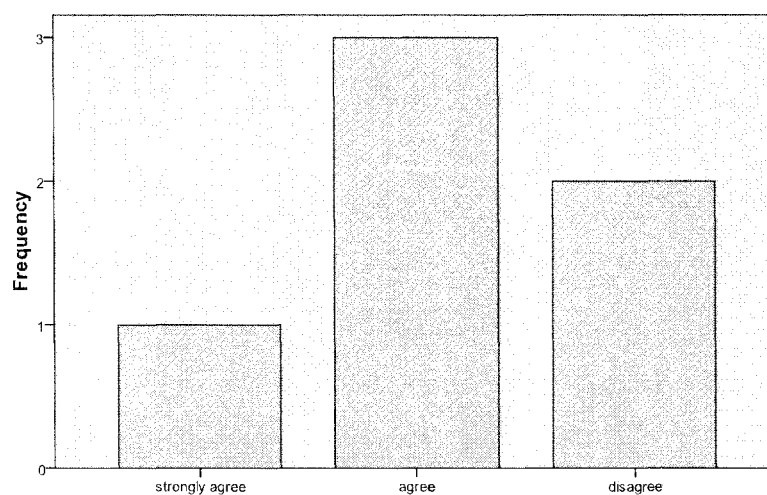
Considers abilities



HW gives teachers starting point for lessons

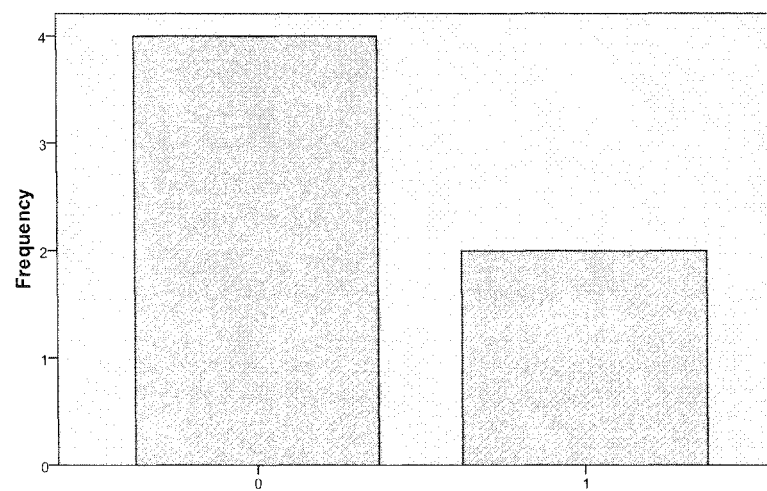


Schools where HW is completed regularly are more productive



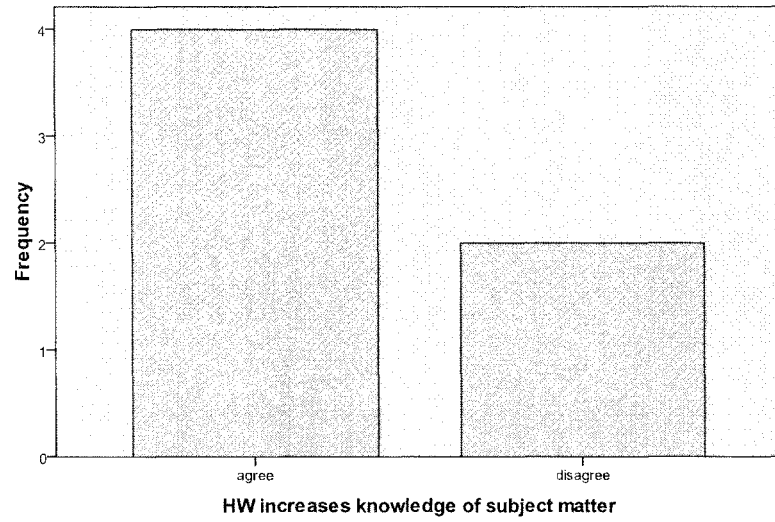
Schools where HW is completed regularly are more productive

How many times assigning HW per week

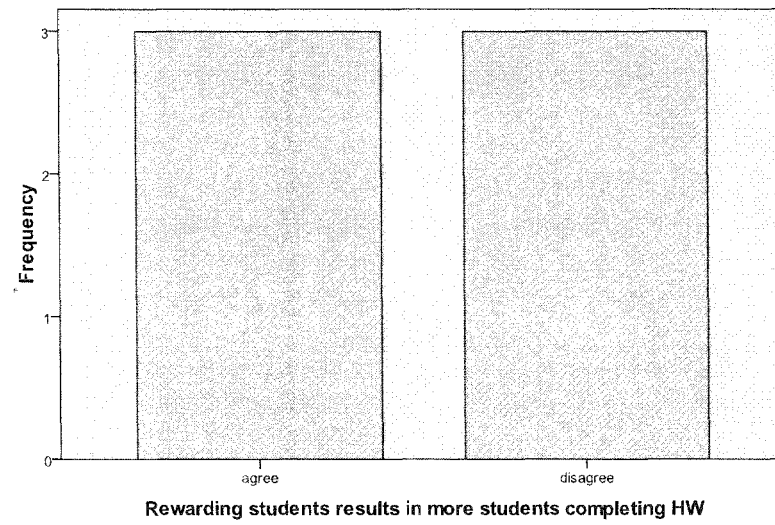


How many times assigning HW per week

HW increases knowledge of subject matter

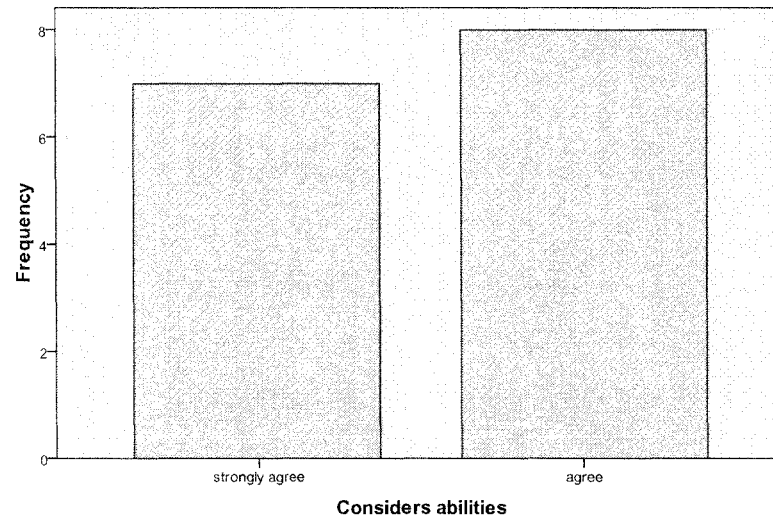


Rewarding students results in more students completing HW

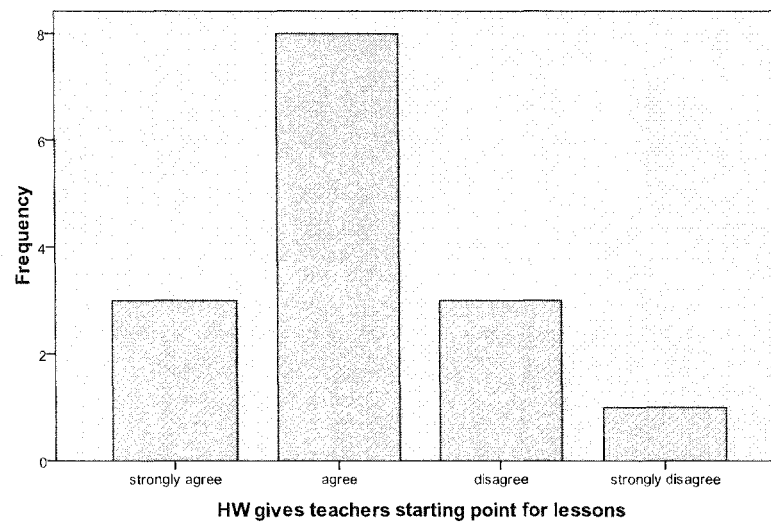


Appendix D

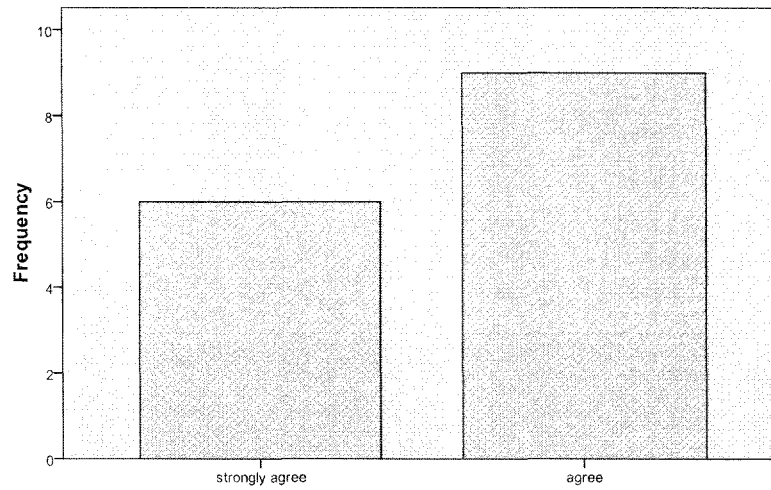
Considers abilities



HW gives teachers starting point for lessons

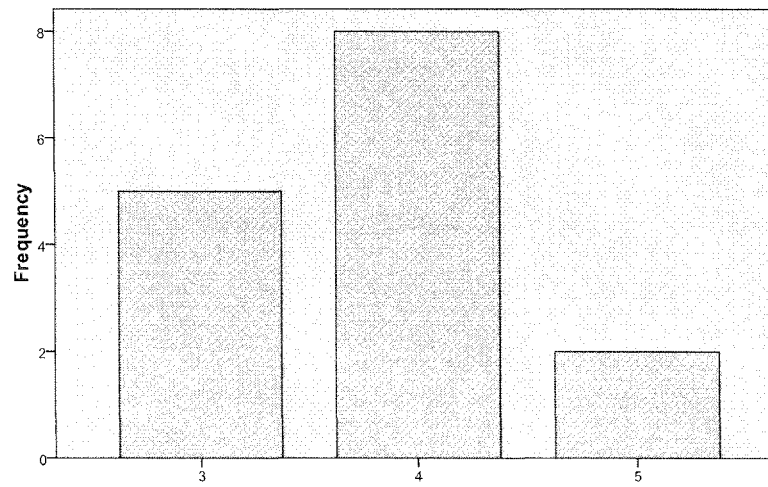


Schools where HW is completed regularly are more productive



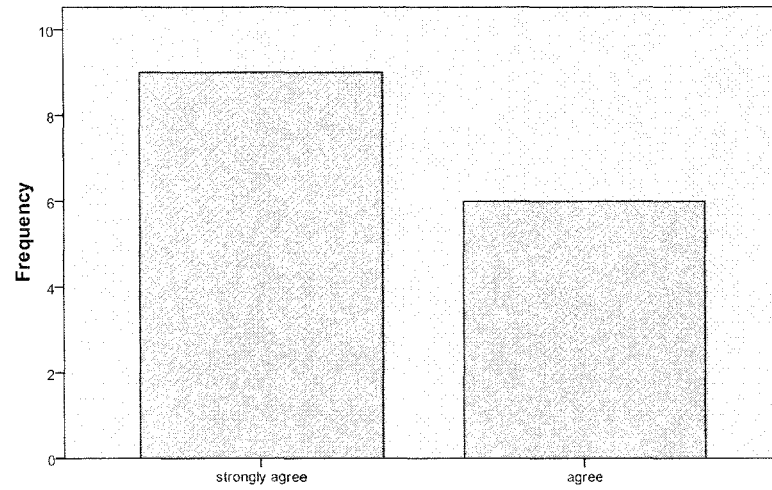
Schools where HW is completed regularly are more productive

How many times assigning HW per week



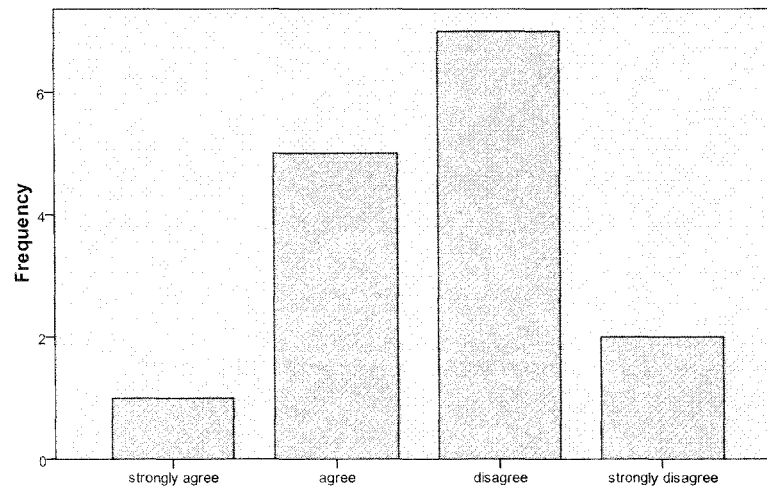
How many times assigning HW per week

HW increases knowledge of subject matter



HW increases knowledge of subject matter

Rewarding students results in more students completing HW



Rewarding students results in more students completing HW

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